

# Carlisle-Foster's Grove Elementary

625 Foster's Grove Road  
Chesnee, SC 29323

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	618 Students	
<b>Principal</b>	Nicha Jordan	864-578-2215
<b>Superintendent</b>	Dr. Scott J. Mercer	864-578-0128
<b>Board Chair</b>	Mrs. Connie Smith	864-578-0128

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	48	9	0	0

### IMPROVEMENT RATING

BELOW AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Below Average	Yes

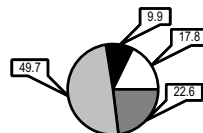
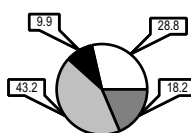
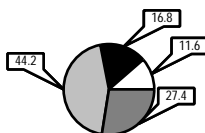
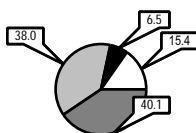
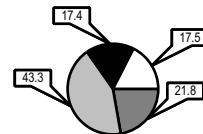
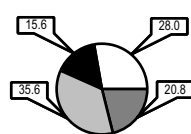
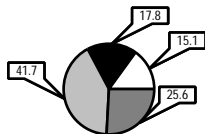
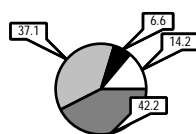
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	307	100.0	15.4	38.0	40.1	6.5	57.5	Yes	Yes
<b>Gender</b>									
Male	170	100.0	20.5	37.9	37.9	3.7	52.8		
Female	137	100.0	9.2	38.2	42.7	9.9	63.4		
<b>Racial/Ethnic Group</b>									
White	258	100.0	14.3	37.5	43.0	5.2	59.4	Yes	Yes
African American	34	100.0	25.0	37.5	25.0	12.5	40.6	I/S	I/S
Asian/Pacific Islander	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	283	100.0	13.1	37.3	42.5	7.1	61.9		
Disabled	24	100.0	41.7	45.8	12.5	0.0	8.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	307	100.0	15.4	38.0	40.1	6.5	57.5		
<b>English Proficiency</b>									
Limited English Proficient	21	100.0	6.7	33.3	53.3	6.7	80.0	I/S	I/S
Non-Limited English Proficient	286	100.0	15.9	38.3	39.4	6.5	56.3		
<b>Socio-Economic Status</b>									
Subsidized meals	106	100.0	18.6	47.4	29.9	4.1	46.4	Yes	Yes
Full-pay meals	201	100.0	13.8	33.3	45.1	7.7	63.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	307	100.0	11.6	44.2	27.4	16.8	64.7	Yes	Yes
<b>Gender</b>									
Male	170	100.0	13.0	42.2	24.8	19.9	65.2		
Female	137	100.0	9.9	46.6	30.5	13.0	64.1		
<b>Racial/Ethnic Group</b>									
White	258	100.0	10.8	42.6	29.9	16.7	66.9	Yes	Yes
African American	34	100.0	15.6	56.3	9.4	18.8	53.1	I/S	I/S
Asian/Pacific Islander	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	283	100.0	9.0	43.3	29.5	18.3	69.4		
Disabled	24	100.0	41.7	54.2	4.2	0.0	12.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	307	100.0	11.6	44.2	27.4	16.8	64.7		
<b>English Proficiency</b>									
Limited English Proficient	21	100.0	13.3	53.3	6.7	26.7	66.7	I/S	I/S
Non-Limited English Proficient	286	100.0	11.6	43.7	28.5	16.2	64.6		
<b>Socio-Economic Status</b>									
Subsidized meals	106	100.0	17.5	54.6	17.5	10.3	53.6	Yes	Yes
Full-pay meals	201	100.0	8.7	39.0	32.3	20.0	70.3		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	307	100.0	28.8	43.2	18.2	9.9	28.1
<b>Gender</b>							
Male	170	100.0	28.6	41.6	19.9	9.9	29.8
Female	137	100.0	29.0	45.0	16.0	9.9	26.0
<b>Racial/Ethnic Group</b>							
White	258	100.0	27.9	42.6	18.7	10.8	29.5
African American	34	100.0	31.3	50.0	15.6	3.1	18.8
Asian/Pacific Islander	13	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	283	100.0	26.5	43.3	19.4	10.8	30.2
Disabled	24	100.0	54.2	41.7	4.2	0.0	4.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	307	100.0	28.8	43.2	18.2	9.9	28.1
<b>English Proficiency</b>							
Limited English Proficient	21	100.0	40.0	40.0	13.3	6.7	20.0
Non-Limited English Proficient	286	100.0	28.2	43.3	18.4	10.1	28.5
<b>Socio-Economic Status</b>							
Subsidized meals	106	100.0	37.1	47.4	12.4	3.1	15.5
Full-pay meals	201	100.0	24.6	41.0	21.0	13.3	34.4

<b>Social Studies</b>							
All Students	307	100.0	17.8	49.7	22.6	9.9	32.5
<b>Gender</b>							
Male	170	100.0	20.5	42.9	23.6	13.0	36.6
Female	137	100.0	14.5	58.0	21.4	6.1	27.5
<b>Racial/Ethnic Group</b>							
White	258	100.0	15.9	50.6	22.3	11.2	33.5
African American	34	100.0	28.1	43.8	25.0	3.1	28.1
Asian/Pacific Islander	13	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	283	100.0	16.0	49.3	23.9	10.8	34.7
Disabled	24	100.0	37.5	54.2	8.3	0.0	8.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	307	100.0	17.8	49.7	22.6	9.9	32.5
<b>English Proficiency</b>							
Limited English Proficient	21	100.0	6.7	66.7	20.0	6.7	26.7
Non-Limited English Proficient	286	100.0	18.4	48.7	22.7	10.1	32.9
<b>Socio-Economic Status</b>							
Subsidized meals	106	100.0	22.7	59.8	14.4	3.1	17.5
Full-pay meals	201	100.0	15.4	44.6	26.7	13.3	40.0

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	101	99.0	8.0	35.0	47.0	10.0	57.0
	4	96	100.0	14.6	43.8	40.6	1.0	41.7
	5	98	100.0	19.4	45.9	32.7	2.0	34.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	117	100.0	10.0	25.5	49.1	15.5	64.5
	4	96	100.0	18.3	47.3	32.3	2.2	34.4
	5	94	100.0	19.1	43.8	37.1	0.0	37.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	101	100.0	9.9	64.4	23.8	2.0	25.7
	4	96	100.0	10.4	49.0	27.1	13.5	40.6
	5	98	100.0	20.4	43.9	22.4	13.3	35.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	117	100.0	6.4	49.1	30.9	13.6	44.5
	4	96	100.0	15.1	32.3	29.0	23.7	52.7
	5	94	100.0	14.6	50.6	21.3	13.5	34.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	117	100.0	20.0	49.1	22.7	8.2	30.9
	4	96	100.0	33.3	40.9	15.1	10.8	25.8
	5	94	100.0	34.8	38.2	15.7	11.2	27.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	117	100.0	14.5	46.4	27.3	11.8	39.1
	4	96	100.0	14.0	59.1	21.5	5.4	26.9
	5	94	100.0	25.8	43.8	18.0	12.4	30.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 618)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 88.8%	100.0%	100.0%
Retention rate	1.4%	Up from 1.2%	2.3%	3.0%
Attendance rate	96.4%	Up from 96.2%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%	Down from 6.1%	2.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.6%	Down from 3.4%	2.1%	3.2%
Eligible for gifted and talented	12.4%	Down from 17.3%	19.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.4%	Down from 5.0%	7.5%	8.2%
Older than usual for grade	0.3%	Down from 0.8%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 38)</b>				
Teachers with advanced degrees	63.2%	Up from 60.0%	56.6%	52.6%
Continuing contract teachers	76.3%	Down from 91.4%	86.0%	83.3%
Highly qualified teachers	88.9%	Down from 100.0%	95.0%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.6%	Down from 90.0%	87.7%	87.0%
Teacher attendance rate	96.4%	Up from 94.5%	95.5%	95.0%
Average teacher salary	\$42,836	Up 3.2%	\$42,915	\$41,703
Prof. development days/teacher	11.0 days	Up from 6.6 days	11.8 days	12.8 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 22.1 to 1	20.2 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 89.6%	90.8%	89.8%
Dollars spent per pupil*	\$4,734	Down 5.4%	\$5,940	\$6,242
Percent of expenditures for teacher salaries*	64.6%	Down from 65.5%	67.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	95.8%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Carlisle-Foster's Grove had a very successful 2004-2005 school year. We strived to increase the number of students scoring proficient or advanced on the Palmetto Achievement Challenge Tests. To improve reading achievement, one goal was to increase the amount of time students spent reading at school and at home. The 100 Book Challenge Program was expanded to include students in kindergarten through fifth grade. Reading time at school and at home was recorded in student reading logs. As students reached their goals, they were rewarded with certificates, medals, and special recognition. The library collection grew to include a variety of genre and books of special interest that enabled us to integrate non-fiction texts into our social studies and science curriculum.

Our award winning writing program is an integral component of our Language Arts program. Well-known authors visited our school to share writing techniques and encouraged our students to publish their own writing. Student writing was showcased through Authors' Nights, special displays, and the Literary Magazine. Classroom collections have grown as students have authored and published their books. Book buddy events incorporated reading and writing activities while students share the love of reading. To create a strong community spirit, students used their writing skills to create cards for Mobile Meals and to become pen pals with United States soldiers.

The students, parents, faculty, and staff of Carlisle-Foster's Grove participated in numerous service projects. These included donations to families in need, the March of Dimes, collecting food for food banks, and saving newspapers for the Spartanburg Humane Society. The fifth grade Junior Beta Club sponsored a paper products drive to support The Haven, a homeless shelter.

At Carlisle-Foster's Grove, we remain focused on our beliefs and goals. We encourage you to take an active role in your child's education and join us in helping your child succeed. Together, with the continued involvement and support of parents and the community, the goals for our students can be achieved.

Nicha Jordan, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	88	75
Percent satisfied with learning environment	93.1%	83.0%	77.0%
Percent satisfied with social and physical environment	96.6%	83.7%	87.8%
Percent satisfied with school-home relations	96.7%	83.0%	59.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.